



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 11241332
SAU: Orrington School Department
School: Center Drive School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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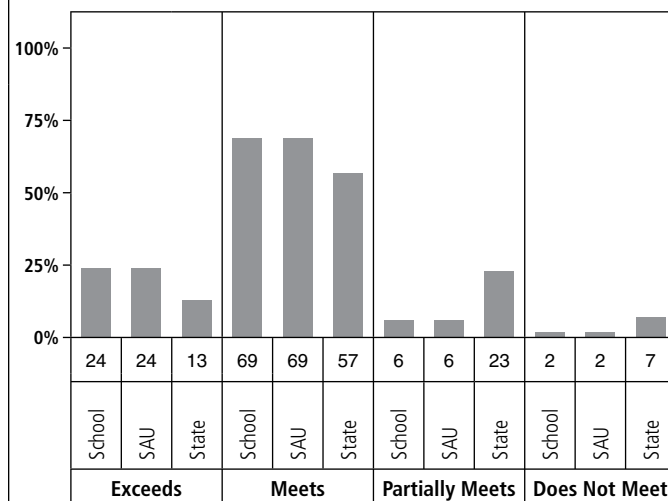
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: Orrington School Department
School: Center Drive School

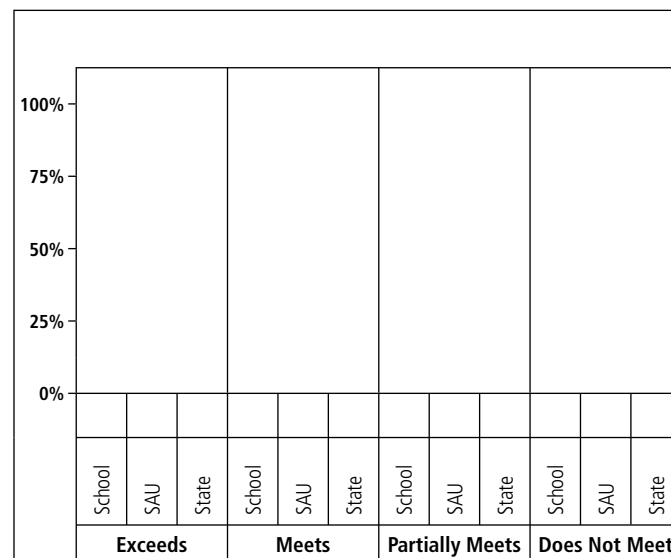
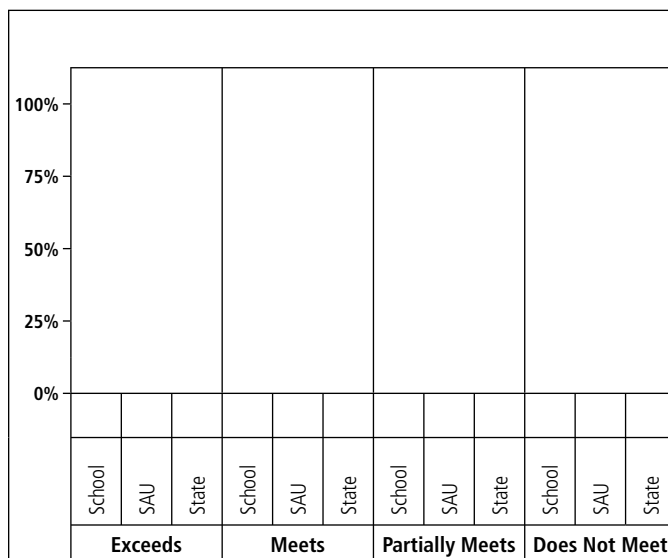
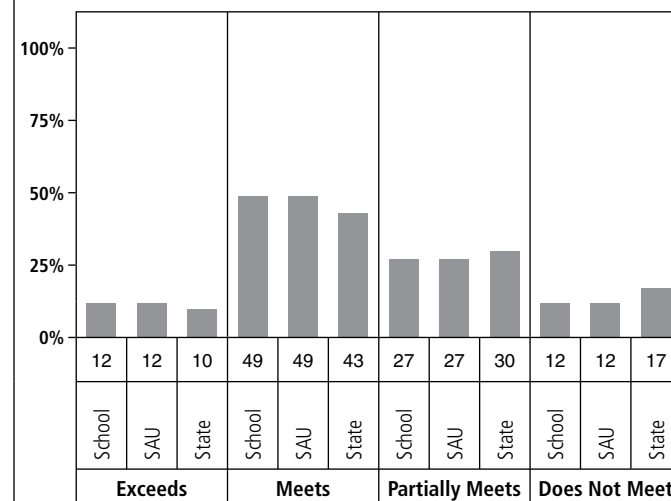
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	652	652	644
2006–2007	653	653	646
2007–2008	655	655	648
Cum. Avg. *	653	653	646
Mathematics			
2005–2006	639	639	641
2006–2007	646	646	643
2007–2008	644	644	642
Cum. Avg. *	643	643	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 6
 SAU: Orrington School Department
 School: Center Drive School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	52	100	52	100	14365	100	51	98	51	98	14266	99	51	98	51	98	14268	99												
Ethnicity African American/Black	0	0	0	0	418	3	0	0	0	0	407	97	0	0	0	0	413	99												
American Indian or Native Alaskan	1	2	1	2	111	1	1	100	1	100	110	99	1	100	1	100	110	99												
Asian or Pacific Islander	1	2	1	2	249	2	1	100	1	100	249	100	1	100	1	100	248	100												
Hispanic	0	0	0	0	149	1	0	0	0	0	147	99	0	0	0	0	147	99												
Caucasian/White	50	96	50	96	13438	94	49	98	49	98	13353	100	49	98	49	98	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	2	4	2	4	2518	18	2	100	2	100	2479	99	2	100	2	100	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	14	27	14	27	5335	37	13	93	13	93	5277	99	13	93	13	93	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	49	94	49	94	11613	81	49	94	49	94	11626	81												
Identified disability (PET/IEP)	0	0	0	0	373	3	0	0	0	0	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	0	0	0	0	149	1	0	0	0	0	150	1												
Participation with accommodations	2	4	2	4	2451	17	2	4	2	4	2446	17												
Identified disability (PET/IEP)	2	100	2	100	1909	78	2	100	2	100	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	0	0	0	0	85	3	0	0	0	0	84	3												
Other	0	0	0	0	350	14	0	0	0	0	335	14												
Participation through alternate assessment (PAAP)	0	0	0	0	197	1	0	0	0	0	196	1												
Identified disability (PET/IEP)	0	0	0	0	197	100	0	0	0	0	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0												
Non-participation – other	1	2	1	2	75	1	1	2	1	2	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 6
SAU: Orrington School Department
School: Center Drive School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	9	20	9	20	1176	8
	2006-2007	10	21	10	21	1132	8
	2007-2008	12	24	12	24	1817	13
	Cum. Total*	31	21	31	21	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	29	63	29	63	7612	51
	2006-2007	30	63	30	63	8127	57
	2007-2008	35	69	35	69	8072	57
	Cum. Total*	94	65	94	65	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	6	13	6	13	4080	27
	2006-2007	7	15	7	15	3549	25
	2007-2008	3	6	3	6	3194	23
	Cum. Total*	16	11	16	11	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	2	4	2	4	2005	13
	2006-2007	1	2	1	2	1478	10
	2007-2008	1	2	1	2	981	7
	Cum. Total*	4	3	4	3	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	37.9	67.7	37.9	67.7	32.7	58.4
Literary Text	28	50	19.0	67.9	19.0	67.9	16.3	58.2
Informational Text	28	50	18.9	67.5	18.9	67.5	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Orrington School Department
 School: Center Drive School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	51	12	24	35	69	3	6	1	2	655	51	24	69	6	2	655	14064	13	57	23	7	648
Ethnicity																						
African American/Black	0										0						399	7	47	28	17	642
American Indian or Native Alaskan	1										1						108	4	54	32	10	643
Asian or Pacific Islander	1										1						247	16	60	20	4	650
Hispanic	0										0						145	8	45	34	14	643
Caucasian/White	49	12	24	34	69	2	4	1	2	655	49	24	69	4	2	655	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	2										2						2282	2	29	42	27	636
No	49	12	24	34	69	3	6	0	0	655	49	24	69	6	0	655	11782	15	63	19	3	650
Current LEP																						
Yes	0										0						329	4	44	30	22	640
No	51	12	24	35	69	3	6	1	2	655	51	24	69	6	2	655	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	13	1	8	10	77	2	15	0	0	651	13	8	77	15	0	651	5153	6	51	31	12	643
No	38	11	29	25	66	1	3	1	3	656	38	29	66	3	3	656	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	51	12	24	35	69	3	6	1	2	655	51	24	69	6	2	655	14057	13	57	23	7	648
Gender																						
Female	23	3	13	18	78	1	4	1	4	653	23	13	78	4	4	653	6967	16	59	20	5	650
Male	28	9	32	17	61	2	7	0	0	656	28	32	61	7	0	656	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1186	6	41	42	11	642
No	51	12	24	35	69	3	6	1	2	655	51	24	69	6	2	655	12878	14	59	21	7	648
Gifted/talented program																						
Yes	9	6	67	3	33	0	0	0	0	662	9	67	33	0	0	662	557	50	48	2	0	661
No	42	6	14	32	76	3	7	1	2	653	42	14	76	7	2	653	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: Orrington School Department
School: Center Drive School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	50	1	50	0	0	649	4	0	50	50	0	649	6	7	43	30	20	641
B. less than one hour	39	6	30	14	70	0	0	0	0	657	39	30	70	0	0	657	56	13	58	23	6	648
C. one to two hours	51	6	23	18	69	2	8	0	0	655	51	23	69	8	0	655	34	15	60	20	5	649
D. more than two hours	6	0	0	2	67	0	0	1	33	645	6	0	67	0	33	645	3	9	46	29	16	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	57	6	21	20	69	2	7	1	3	654	57	21	69	7	3	654	40	17	60	19	5	650
B. They match some of what I have learned.	35	6	33	11	61	1	6	0	0	656	35	33	61	6	0	656	48	12	59	23	6	648
C. They match just a little of what I have learned.	6	0	0	3	100	0	0	0	0	651	6	0	100	0	0	651	9	7	45	34	15	643
D. There is no match.	2	0	0	1	100	0	0	0	0	656	2	0	100	0	0	656	3	3	31	37	29	637
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	31	6	38	9	56	0	0	1	6	657	31	38	56	0	6	657	28	26	58	11	4	653
B. good	43	5	23	15	68	2	9	0	0	656	43	23	68	9	0	656	54	9	61	24	6	647
C. fair	22	1	9	9	82	1	9	0	0	650	22	9	82	9	0	650	16	3	48	37	13	642
D. poor	4	0	0	2	100	0	0	0	0	649	4	0	100	0	0	649	2	1	37	39	23	637
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	24	2	17	9	75	1	8	0	0	652	24	17	75	8	0	652	15	10	48	27	15	644
B. about the same as my regular schoolwork	61	8	26	20	65	2	6	1	3	655	61	26	65	6	3	655	66	13	59	22	5	649
C. easier than my regular schoolwork	16	2	25	6	75	0	0	0	0	658	16	25	75	0	0	658	18	15	58	20	7	649
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	16	2	25	4	50	1	13	1	13	648	16	25	50	13	13	648	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	55	5	18	21	75	2	7	0	0	654	55	18	75	7	0	654	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	29	5	33	10	67	0	0	0	0	659	29	33	67	0	0	659	36	21	60	15	4	652
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	63	5	16	23	72	3	9	1	3	653	63	16	72	9	3	653	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	35	7	39	11	61	0	0	0	0	657	35	39	61	0	0	657	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	100	0	0	0	0	656	2	0	100	0	0	656	3	5	46	30	20	641
How much time do you spend reading at home each day?																						
A. more than one hour	24	1	8	10	83	0	0	1	8	652	24	8	83	0	8	652	19	19	58	17	6	651
B. 20 minutes to an hour	57	8	28	19	66	2	7	0	0	655	57	28	66	7	0	655	51	15	60	20	5	649
C. less than 20 minutes	12	1	17	4	67	1	17	0	0	655	12	17	67	17	0	655	12	9	56	26	9	646
D. I rarely read at home.	8	2	50	2	50	0	0	0	0	660	8	50	50	0	0	660	18	4	50	34	13	643
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	0	0	1	100	624	100	0	0	0	100	624						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: Orrington School Department
School: Center Drive School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	2	4	2	4	1463	10
	2006-2007	6	13	6	13	2092	15
	2007-2008	6	12	6	12	1474	10
	Cum. Total*	14	10	14	10	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	22	48	22	48	5914	40
	2006-2007	21	44	21	44	5731	40
	2007-2008	25	49	25	49	6008	43
	Cum. Total*	68	47	68	47	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	12	26	12	26	4494	30
	2006-2007	15	31	15	31	4175	29
	2007-2008	14	27	14	27	4244	30
	Cum. Total*	41	28	41	28	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	10	22	10	22	3014	20
	2006-2007	6	13	6	13	2308	16
	2007-2008	6	12	6	12	2346	17
	Cum. Total*	22	15	22	15	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	10.3	54.2	10.3	54.2	9.6	50.5
Cluster 2: Shape and Size	15	27	8.5	56.7	8.5	56.7	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	4.8	68.6	4.8	68.6	4.2	60.0
Cluster 4: Patterns	15	27	7.2	48.0	7.2	48.0	7.5	50.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Orrington School Department
 School: Center Drive School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	51	6	12	25	49	14	27	6	12	644	51	12	49	27	12	644	14072	10	43	30	17	642
Ethnicity																						
African American/Black	0										0						409	4	26	35	35	632
American Indian or Native Alaskan	1										1						108	6	26	39	29	635
Asian or Pacific Islander	1										1						247	13	50	25	13	646
Hispanic	0										0						145	9	32	34	25	638
Caucasian/White	49	5	10	25	51	14	29	5	10	645	49	10	51	29	10	645	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	2										2						2283	2	18	31	49	627
No	49	6	12	25	51	13	27	5	10	645	49	12	51	27	10	645	11789	12	48	30	10	645
Current LEP																						
Yes	0										0						339	5	22	32	41	631
No	51	6	12	25	49	14	27	6	12	644	51	12	49	27	12	644	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	13	0	0	4	31	6	46	3	23	634	13	0	31	46	23	634	5160	4	34	36	26	636
No	38	6	16	21	55	8	21	3	8	648	38	16	55	21	8	648	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	51	6	12	25	49	14	27	6	12	644	51	12	49	27	12	644	14065	10	43	30	17	642
Gender																						
Female	23	3	13	13	57	3	13	4	17	643	23	13	57	13	17	643	6974	10	43	31	16	642
Male	28	3	11	12	43	11	39	2	7	645	28	11	43	39	7	645	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1192	4	23	43	30	634
No	51	6	12	25	49	14	27	6	12	644	51	12	49	27	12	644	12880	11	44	29	15	643
Gifted/talented program																						
Yes	9	3	33	4	44	2	22	0	0	656	9	33	44	22	0	656	557	53	42	4	0	663
No	42	3	7	21	50	12	29	6	14	642	42	7	50	29	14	642	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: Orrington School Department
School: Center Drive School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	1	50	1	50	631	4	0	0	50	50	631	6	6	33	31	31	635
B. less than one hour	39	4	20	10	50	5	25	1	5	649	39	20	50	25	5	649	56	11	43	30	16	643
C. one to two hours	51	2	8	14	54	8	31	2	8	644	51	8	54	31	8	644	34	11	45	30	14	644
D. more than two hours	6	0	0	1	33	0	0	2	67	625	6	0	33	0	67	625	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	37	3	16	11	58	3	16	2	11	649	37	16	58	16	11	649	45	14	47	28	11	646
B. They match some of what I have learned.	55	3	11	12	43	10	36	3	11	643	55	11	43	36	11	643	43	8	43	33	17	641
C. They match just a little of what I have learned.	8	0	0	2	50	1	25	1	25	635	8	0	50	25	25	635	9	6	30	33	32	635
D. There is no match.	0										0						3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	24	2	17	6	50	3	25	1	8	648	24	17	50	25	8	648	29	24	51	17	8	651
B. good	55	4	14	15	54	6	21	3	11	646	55	14	54	21	11	646	48	6	45	33	16	641
C. fair	20	0	0	4	40	5	50	1	10	639	20	0	40	50	10	639	19	1	29	42	28	634
D. poor	2	0	0	0	0	0	0	1	100	618	2	0	0	0	100	618	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	35	1	6	8	44	6	33	3	17	640	35	6	44	33	17	640	24	5	38	33	24	638
B. about the same as my regular schoolwork	53	5	19	11	41	8	30	3	11	647	53	19	41	30	11	647	62	9	45	31	14	643
C. easier than my regular schoolwork	12	0	0	6	100	0	0	0	0	648	12	0	100	0	0	648	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	51	2	8	10	38	11	42	3	12	641	51	8	38	42	12	641	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	45	4	17	14	61	3	13	2	9	650	45	17	61	13	9	650	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	1	50	0	0	1	50	626	4	0	50	0	50	626	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	18	0	0	5	56	2	22	2	22	638	18	0	56	22	22	638	17	8	39	30	22	639
B. two or three days a week	51	4	15	12	46	9	35	1	4	646	51	15	46	35	4	646	34	11	44	31	14	643
C. two or three times each month	22	2	18	5	45	2	18	2	18	645	22	18	45	18	18	645	31	12	44	29	15	644
D. never or almost never	10	0	0	3	60	1	20	1	20	644	10	0	60	20	20	644	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	14	3	43	1	14	2	29	1	14	650	14	43	14	29	14	650	11	11	37	29	23	641
B. two or three days a week	63	3	9	17	53	8	25	4	13	644	63	9	53	25	13	644	32	11	44	30	15	643
C. two or three times each month	20	0	0	6	60	4	40	0	0	645	20	0	60	40	0	645	32	11	45	30	15	643
D. never or almost never	4	0	0	1	50	0	0	1	50	629	4	0	50	0	50	629	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	4	0	0	1	50	0	0	1	50	636	4	0	50	0	50	636	7	6	29	33	32	635
B. 30–45 minutes	24	0	0	5	42	4	33	3	25	635	24	0	42	33	25	635	37	8	39	34	20	640
C. 45–60 minutes	51	5	19	12	46	7	27	2	8	648	51	19	46	27	8	648	42	13	47	28	12	645
D. more than 60 minutes	22	1	9	7	64	3	27	0	0	648	22	9	64	27	0	648	15	12	46	27	15	644
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	0	0	1	100	608	100	0	0	0	100	608						
C.	0										0											
D.	0										0											